

English

• Reading

WORD READING FOCUS

- show I enjoy reading by reading lots of different types of books
- use my knowledge of root words, prefixes and suffixes to help me read aloud and understand the meaning of new words

COMPREHENSION FOCUS

- explain what my book is about
- discuss what words I read excite me
- understand what I have read
- ask questions about texts to better understand them
- work out what a character is feeling by the actions they take
- predict what might happen from clues

• Writing

SKILL DEVELOPMENT FOCUS

- Plan my writing by discussing how to improve it using examples from other writers I like
- Use paragraphs to organise my writing
- Write and draft descriptive work that creates settings, characters and plots

GRAMMAR FOCUS

- Use range of conjunctions
- Use perfect tense
- Use range of nouns & pronouns
- Use time connectives
- Introduce speech punctuation
- Know language of clauses

Spelling

- suffixes - s, -es, -er, -ed, -ing
- prefixes dis-, un-, mis-, re-, pre-
- keywords from Years 3 & 4 list
- homophones - eg brake/break

SPEAKING & LISTENING FOCUS

- Give structured descriptions
- Participate activity in conversation
- Consider & evaluate different viewpoints

Mathematics

• Number

NUMBER & PLACE VALUE

- Know & understand the place value of numbers to 4-digits
- Round to the nearest 10/100

ADDITION AND SUBTRACTION

+/- up to 4-digit numbers using a formal written column method

+/- mentally 3-digit numbers

+ 1s, 10s, 100s to a number

Recognise and use inverse relationships to solve +/- problems

• Number

- Count in 100s, 10s and 1s

- Count in 4s and 8s

- Compare & order numbers to 1000

MULTIPLICATION & DIVISION

- Recall multiplication and division facts for x3, x4, x8
- Recognise & use inverse relationship of x and division to check calculations and solve missing number problems

Science

TOPIC CONTEXT: Rocks and Soils

SCIENCE SKILLS FOCUS: WORKING SCIENTIFICALLY

- Ask relevant questions
- set up simple, practical enquiries & comparative/fair tests
- identify similarities, differences or changes related to simple scientific ideas
- record findings using simple scientific language, drawings and labelled diagrams

SCIENCE SKILLS FOCUS:

- compare & groups together different kinds of rocks on the basis of their simple, physical properties
- relate the simple physical properties of some rocks to their formation (igneous or sedimentary)
- recognise that soils are made from rocks/ organic matter

History

TOPIC CONTEXT: How did the Roman Empire spread across Europe and beyond?

- place events, artefacts and historical figures on a time line using dates
- use dates and terms to describe events
- use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
- describe changes that have happened in the locality of the school throughout history
- describe the features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- describe different accounts of a historical event, explaining some of the reasons why the accounts may differ

Art & Design

TOPIC CONTEXT:

How did the Romans use art to improve their surroundings? (repeated patterns, mosaics)

ART & DESIGN SKILLS FOCUS:

- replicate patterns observed in natural or built environments
- make precise repeating patterns
- make printing blocks (e.g. from coiled string glued to a block)
- to produce shapes, texture and line
- comment on artworks using visual language

Geography

TOPIC CONTEXT: How did the Roman Empire spread across Europe and beyond?

GEOGRAPHY SKILLS FOCUS:

- Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, including key topographical features and land use patterns; and understand how some of these aspects have changed over time
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Ask and answer geographical questions about the physical and human characteristics of a location.

Religious

CREATION and PRAYERS, SAINTS AND FEASTS

- *Talk about their own experiences and feelings about how we participate in God's creation and what sort of people God wants us to be
- *Recognise how water is a religious sign and symbol, use some religious words and phrases (Baptism)
- *Recognise that people behave in a particular way because of their religion (Baptism)
- *Find out how we seek forgiveness through prayer.
- *Explore the importance of forgiveness in prayer and in fulfilling the promises made for us at baptism.
- *Know how the Sacrament of Reconciliation is a special type of prayer.

Education

Physical

Education

TOPIC CONTEXT: Gymnastics

PHYSICAL EDUCATION SKILLS FOCUS

- plan, perform and repeat sequences
- move in a clear, fluent and expressive manner
- refine movements into sequences
- show changes of direction, speed and level
- use body awareness when balancing

Computing

TOPIC CONTEXT: How do we use computers to communicate?

COMPUTING SKILLS FOCUS

- continue to develop understanding of how computer technology works and how computers process instructions and commands
- create, edit and refine more complex sequences of instructions for a variety of programmable devices
- basic touch typing exercises
- create files and folders and re-name

PSHE

New Beginnings

SKILLS FOCUS:

- * Recognise our worth as individuals.
- * Know how to face new challenges positively.
- * Know how and why rules and laws are made and enforced.
- * Know that there are different kinds of rights and responsibilities at home, in school and in the community.
- * Know that their actions affect themselves and others.
- * Be able to reflect on spiritual, moral and cultural issues.

Music

To be planned and taught by Mrs Ayles and specialist teacher provided by Dorset Music Service.

SKILLS FOCUS:

- Use voice & instruments with increasing accuracy, control and expression
- Improvise & compose music
- Listen with attention to detail

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Education